

Christ Church Charnock Richard C.E. Primary School

*Inspired to learn, grow and flourish within our Christian
family*



Behaviour Management Policy & Practice

The school's Christian values underpin the behaviour system. Pupils learn in a calm and respectful environment. They behave extremely well. Pupils play harmoniously together at playtimes.

Ofsted November 2021

Reviewed and amended **September 2025**

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

Beliefs

With Christ as our guide together we:

Promote an ethos that values and celebrates that all children are special and unique with many talents

Develop happy, resilient and confident children who thrive in body, mind and spirit

Provide high quality learning and a wide range of experiences that are challenging but fun

Create an environment that is stimulating, welcoming and purposeful for all members of the school community

Encourage children to be tolerant, caring and respectful towards others, and the world around them

Values

Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors. Our Christian values are:

Trust
Koinonia
Compassion
Love
Thankfulness
Forgiveness
Service

These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world

We believe that our Christian ethos and aims support and prepare our children on their journey to becoming respectful, responsible citizens of the future.

Introduction

The school's Behaviour Management Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Fundamental to a Christian community is accepting each individual as a child of God. This entails acceptance that:

- All individuals are unique and of equal value, whatever their abilities, background, physique and experiences
- There is potential for good in everyone
- No-one is beyond forgiveness

It is expected that every member of the school community behaves in a considerate way towards others. We treat all children fairly and apply this behaviour management policy in a consistent way. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school system is designed to promote and reward good behaviour, rather than merely deter anti-social behaviour.

Aims

To encourage a calm, purposeful and happy atmosphere/ethos within the school.

To foster Christian values & attitudes towards everyone, where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement.

To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Code of Conduct

The code of conduct outlines what is expected of all children and all members of the school community. All members of our community expect all pupils to behave well. Routine behaviours are not rewarded but expected. Pupils are praised for promoting our core values and for their positive attitudes to learning.

All members of the school community

- Have high expectations of self and others
- Work collaboratively across the school through whole school events, play leaders buddying
- Be polite and well mannered
- Show respect to each other and to all adults in school
- Respect their own, other peoples and school property

- Work responsibly in class without distracting others
- Show courtesy and consideration at all times

Aspects of this code of conduct are evident in all classrooms in the form of class rules which focus on these areas at an appropriate level for the age of the pupils.

On occasions a pupil may need additional support from others to meet their particular need. Teachers, parents and the SENCO will meet to produce an Individual Behaviour Plan (IBP). Intervention strategies will be put into place and additional outside help will be sought when necessary.

We encourage good behaviour by praising and rewarding children for behaving well:

- All staff praise and congratulate children.
- Each week, we nominate children from each class to receive Pupil Of the Week (POW) and Worker of the Week (WOW) certificates in our special celebration assembly.
- All staff award children team points for demonstrating the characteristics of successful learning.
- Staff send Buzzing with Brilliance postcards and Praise postcards home to acknowledge individual achievements.
- Letting children show their good work to another teacher and/or the Head-teacher.
- We acknowledge the efforts and achievements of children in their out of school sports and activities in Friday worship.
- Certificates and awards at the end of the academic year.
- Additional responsibilities given to Y6 children.
- Awarding of 'Golden Time' at the end of the week.
- School Council responsibilities.
- The wearing of different colour jumpers in Y6, identifying them as having additional responsibilities in terms of setting a good example in every aspect of school life.

We believe it is our duty to preserve the rights of children to learn and teachers to teach. Children choosing inappropriate behaviour lose their right to Golden Time. Pupils have an excellent understanding of our system and make their choices with a clear awareness of the consequences. These consequences are the same in each classroom:

Shared Record System

Behaviour is monitored in each classroom using a shared record system:

1. All pupils' names are placed in the green area of the of the behaviour chart.

2. Upon the first identification of inappropriate behaviour a verbal reminder of expectations is given, (description reality):

First verbal or non-verbal acknowledgement of unacceptable behaviour - in a lot of case, this gentle request to cease should suffice.

3. Second verbal acknowledgement of unacceptable behaviour stating:

- that this is the second request for compliance
- an explanation of why the observed behaviour is unacceptable
- consequence now imposed

Move name on behaviour monitoring chart to Amber

4. Move name on behavior monitoring chart to Red (loss of golden time)

5. Entry to CPOMS if appropriate.

6. Informal contact with parents by class teacher

7. Entry on to CPOMS by class teacher.

8. Formal contact with parents

9. Work with parents teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).

10. Exclusion - fixed period or permanent (see Exclusion procedures)

Severe Clause

Certain situations may arise which will bypass the system and be referred directly to the Headteacher or the Deputy Headteacher. In the absence of both the problem will be referred to the teacher in charge. Behaviours which warrant the use of the severe clause include:

- Behaviour which puts others at risk
- Carrying of inappropriate items as defined in this policy
- Verbal or physical abuse towards other children
- Verbal or physical abuse towards staff
- Social/anti-social behaviour that causes concern e.g. bullying
- Running out of the classroom or school premises
- Racist incidents
- Graffiti or wilful damage of school property or the property of others

Behaviour which includes putting others at risk includes throwing school property, bringing a dangerous object or drugs to school.

Additional support

A variety of circumstances can result in children finding it difficult to manage their behaviour. When this occurs the teacher will meet with parents to establish a working

relationship to decide how to support the child. A clear definition of the main difficulties will be established and a programme of planned support that will enable the child to make appropriate choices with regard to how they behave.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Exclusions: Internal, fixed and permanent

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore

- adopts the standard national list of reasons for exclusion
- follows the standard guidance from the Local Authority

Only the Headteacher (or the acting Head-teacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head-teacher may exclude a child permanently. It is also possible for the Head-teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-period exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances

under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head-teacher must comply with this ruling.

Internal exclusion - on occasions it may be necessary, for behaviour management purposes, to remove a child from the classroom if it is felt this is in the best interests of all concerned. This will happen if the child is engaging in behaviour prejudicial to maintaining good order and discipline.

The internal exclusion may last for any length of time from a few minutes to one session and even up to a day (depending on the circumstances). Parents will be notified on the same day and Class Teachers will need to discuss concerns and ways forward with the child's parents/carers.

Use of Reasonable force

Reasonable force covers the broad range of actions used by teachers involving some degree of physical contact with pupils.

Force may be used to control or restrain: i.e. preventing a pupil from hurting themselves or others, from damaging property or causing disorder.

This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

School staff will always try to avoid acting in a way that may cause injury. All members of the school staff have a legal power to use reasonable force.

Confiscation of inappropriate items

School has a legal right to search without consent for 'prohibited items' such as: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, any article used to commit an offence, cause personal injury or damage to property, any item banned by the school rules. Weapons, knives and extreme pornography will be handed to the police. Otherwise, the teacher will decide if and when to return an item or whether to dispose of it.

Teachers have the legal right to confiscate, retain or dispose of a pupil's property as a punishment or to adhere to school rules. Staff are protected from liability for the loss of such items provided they have acted reasonably and lawfully. However, our school's usual practice will be for the inappropriate property to be removed from the child and handed to the parent or carer at a time judged appropriate by the member of staff.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally

We are proactive in dealing with bullying and have strategies to develop discussion about differences in lessons and worship. We are excellent at creating an ethos of excellent behavior where pupils treat one another and the school staff with respect. The school takes all forms of genuine bullying seriously and is firm and fair in its response. All reports of bullying are logged and investigated. (Refer to Anti-Bullying policy)

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and at playtime.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher, deputy Head-teacher or KS1 Leader.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour management policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed-period exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head-teacher may permanently exclude a child.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules and Home/School Agreement in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If concerns still

remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behavior (through the HT and staff) and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be invited to give advice to the Headteacher about particular disciplinary issues. The Headteacher should take this into account when making decisions about matters of behaviour.

Monitoring and review

The Headteacher and SLT monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher keeps a record of any child who is excluded for a fixed-period, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following school policies: Equal Opportunities, Race Equality, Disability Discrimination, Safeguarding Policy, Special Educational Needs, Anti-Bullying, Care & Control.

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